



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

902 W. Main, Payson, AZ 85541

Payson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Peggy Miles
Schedule : 07:00 AM to 04:30 PM
Grades : Pre-K-5
2005 Enrollment : 427
Web Address : www.pusd/k12.az.us
Phone Number : (928) 474-2353
Fax Number : (928) 472-2041
E-mail : pmiles@pusd.com

Mission

Julia Randall Elementary will serve as a catalyst for creating an exceptional standard of educational excellence; will ensure the highest possible levels of student learning and performance; and will prepare all students to pursue a love of learning.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase reading ability through individual assessment and individualized programs that include phonemic awareness/phonics instruction, and comprehension strategies. The Accelerated Reading Program will be used to motivate and reward constant readers.
- ü Increase math understanding and mastery with hands on instruction, repetition, and algebraic functions. The Accelerated Math Program will be used to reinforce classroom instruction and accelerate students who are prepared to move forward.
- ü To unite the students, parents, staff and community to achieve a common purpose of academic excellence.

Enrollment

October 1, 2004 School Year Student Enrollment : 455
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 34

Instructional Programs

- ü Afterschool Program
- ü Band and Orchestra and Chorus
- ü On-site Special Education
- ü Autism Program
- ü ELL
- ü District Pre-School

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/28/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Our school motto is: "Every child has the right to a quality and safe education." The parents are involved in all educational decisions that are made for their child. Parents are kept informed of the progress of their child every quarter. Additionally, parents are contacted by phone, in writing and/or via e-mail as needed.

Parents

Parents strive to ensure maximum attendance (+95%) and minimum tardiness.

Transportation Policy

District-provided bus transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Scholastic's Clifford Magazine Editorial Review Board	2005
ü Wal-Mart Teacher of Year	2005
ü Wal-Mart Teacher of the Year	2003
ü Gila County Teacher of the Year	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	161	79306	98	90	99	455	458	445	8	5	10	13	12	18	46	54	51	33	29	20
All Students (Prior Year)	81	213	75509	100	100	100	543	530	521	3	3	13	25	26	23	28	38	33	44	34	31
Female	30	76	38691	97	90	99	465	462	446	7	3	10	11	13	18	44	57	52	37	26	20
Male	26	86	40583	100	91	99	442	454	445	10	7	11	14	11	18	48	51	50	29	32	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	21	32869	NC	91	99	NC	452	429	NC	11	15	NC	21	25	NC	37	51	NC	32	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	44	132	36197	98	89	99	459	458	463	5	4	5	11	10	11	46	56	53	38	29	31
Students with Disabilities	NC	24	10321	NC	100	100	NC	396	389	NC	23	30	NC	27	27	NC	27	34	NC	23	9
Students without Disabilities	51	154	69060	100	97	98	470	468	454	5	1	7	9	9	17	50	62	54	36	28	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	27	79	39415	90	86	96	456	458	431	7	4	15	19	19	25	52	49	50	22	27	10
Non-Economically Disadvantaged	29	99	39966	100	100	100	452	458	459	10	5	6	5	5	12	38	63	52	48	28	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	161	79395	98	0	99	454	460	446	6	2	9	21	17	25	58	67	55	15	14	11
All Students (Prior Year)	81	213	75492	100	100	100	530	527	519	2	1	12	13	16	16	56	60	47	30	24	24
Female	30	76	38743	97	0	100	467	469	451	7	3	7	19	15	24	56	66	57	19	16	12
Male	26	86	40618	100	0	99	438	452	440	5	1	11	24	18	27	62	68	53	10	12	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	21	32915	NC	0	99	NC	452	426	NC	11	15	NC	37	35	NC	32	47	NC	21	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	44	132	36221	98	0	99	460	461	465	3	1	4	19	14	15	59	72	63	19	13	17
Students with Disabilities	NC	24	10331	NC	0	100	NC	404	388	NC	9	25	NC	32	37	NC	50	34	NC	9	4
Students without Disabilities	51	154	69139	100	0	99	468	469	454	2	1	7	20	13	24	61	72	58	16	14	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	27	79	39484	90	0	96	450	455	429	7	3	14	26	23	35	52	62	47	15	12	4
Non-Economically Disadvantaged	29	99	39986	100	0	100	459	465	461	5	1	4	14	9	16	67	76	63	14	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	162	78869	98	91	99	459	459	442	2	1	6	21	20	21	54	66	63	23	14	10
All Students (Prior Year)	79	211	75053	100	100	99	605	576	597	2	6	7	13	16	12	78	71	72	8	6	9
Female	30	76	38536	97	90	99	482	480	458	4	1	4	11	13	15	59	66	67	26	19	14
Male	26	87	40302	100	92	99	430	438	428	0	0	8	33	26	26	48	64	60	19	9	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	21	32606	NC	91	98	NC	425	426	NC	5	8	NC	42	27	NC	47	60	NC	5	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	44	133	36078	98	90	99	470	462	459	0	0	4	16	17	16	57	68	66	27	15	14
Students with Disabilities	NC	24	10246	NC	100	100	NC	379	367	NC	0	18	NC	50	39	NC	50	40	NC	0	4
Students without Disabilities	51	155	68697	100	98	98	475	468	454	2	1	4	18	16	18	55	69	67	25	14	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	27	79	39106	90	86	95	457	455	427	4	1	8	26	26	28	59	63	59	11	10	5
Non-Economically Disadvantaged	29	100	39837	100	100	100	463	457	457	0	0	4	14	16	14	48	69	67	38	15	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	206	78906	100	100	99	507	506	498	9	8	13	16	14	19	46	57	48	28	21	20
All Students (Prior Year)	71	219	76019	100	100	100	513	514	499	2	4	14	29	35	39	29	23	14	40	39	33
Female	37	89	38644	100	100	99	487	497	500	17	12	12	17	17	19	40	51	49	27	21	19
Male	41	116	40236	100	100	99	521	513	497	3	5	15	17	13	19	53	62	46	28	20	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	10	25	31938	100	100	99	479	458	481	17	28	19	50	22	25	17	44	46	17	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	67	175	36483	100	100	99	511	512	517	7	5	7	14	13	13	49	58	51	31	24	30
Students with Disabilities	10	23	10664	100	100	100	412	419	430	40	33	42	40	33	27	20	33	26	0	0	5
Students without Disabilities	69	183	68310	100	100	98	523	518	509	4	4	9	12	12	18	51	60	51	33	24	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	27	87	38679	96	95	96	494	499	483	8	8	20	27	20	25	54	60	45	12	11	10
Non-Economically Disadvantaged	52	119	40295	100	100	100	515	512	513	10	7	7	10	9	13	41	54	50	39	30	30

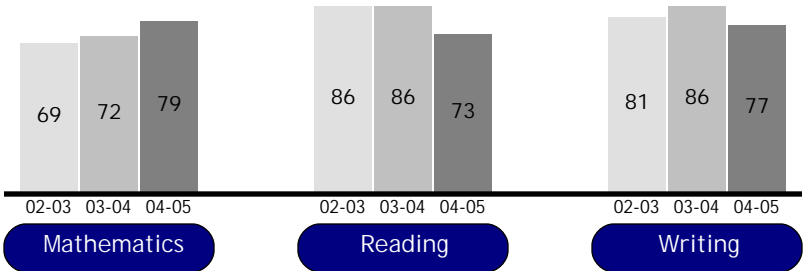
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	206	78908	100	0	99	494	499	484	1	2	10	15	12	23	76	77	58	7	9	9
All Students (Prior Year)	71	219	76020	100	100	100	508	511	503	13	9	25	24	23	23	45	51	40	18	16	12
Female	37	89	38648	100	0	99	482	496	489	0	1	8	23	16	22	70	71	61	7	12	10
Male	41	116	40233	100	0	99	503	501	479	3	2	12	8	9	25	81	82	55	8	8	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	10	25	31940	100	0	99	471	455	465	17	11	16	17	22	32	67	67	49	0	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	67	175	36502	100	0	99	497	504	502	0	1	4	15	10	14	76	79	67	8	10	15
Students with Disabilities	10	23	10665	100	0	100	415	421	423	0	5	30	70	52	36	30	43	31	0	0	2
Students without Disabilities	69	183	68312	100	0	98	508	509	493	2	1	7	5	6	21	84	82	62	9	11	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	27	87	38662	96	0	96	496	498	468	4	2	16	12	13	32	81	78	49	4	6	3
Non-Economically Disadvantaged	52	119	40315	100	0	100	493	499	498	0	1	5	17	10	15	73	77	66	10	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	206	78750	100	100	99	511	514	500	3	2	6	25	22	29	72	75	63	0	1	2
All Students (Prior Year)	71	219	75673	100	100	100	519	547	530	9	9	12	31	21	25	60	65	58	0	5	4
Female	37	89	38586	100	100	99	506	521	515	3	1	4	23	17	22	73	79	71	0	3	3
Male	41	116	40135	100	100	99	513	508	486	3	3	8	28	26	35	69	71	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	10	25	31841	100	100	99	449	461	483	17	6	8	50	39	36	33	56	55	0	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	67	175	36440	100	100	99	518	520	516	2	2	3	22	20	22	76	77	71	0	1	4
Students with Disabilities	10	23	10622	100	100	100	405	410	415	10	10	21	60	62	50	30	29	28	0	0	1
Students without Disabilities	69	183	68196	100	100	98	529	527	513	2	1	3	19	17	25	79	81	69	0	1	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	27	87	38558	96	95	96	503	510	485	4	2	8	38	28	37	58	69	54	0	1	1
Non-Economically Disadvantaged	52	119	40260	100	100	100	516	517	514	2	2	3	17	17	21	80	80	72	0	1	4

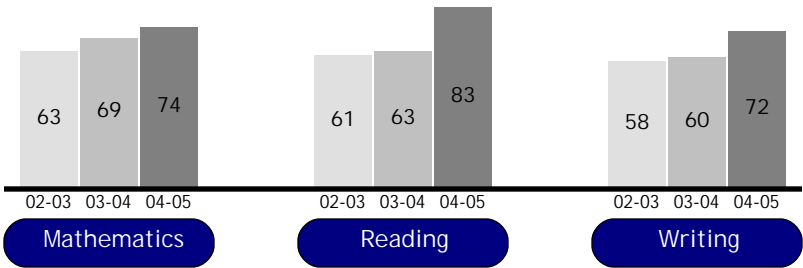
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	56	60	50	98	79	NA	58	100	62	59	47
	Language	100	39	46	43	98	76	55	50	100	59	55	47
	Mathematics	100	54	60	57	98	86	69	64	100	61	57	50
3	Reading	100	66	62	47	100	64	NA	55	96	56	57	44
	Language	100	66	61	54	100	64	62	61	96	55	56	44
	Mathematics	100	70	64	54	100	71	68	61	96	58	60	51
4	Reading	94	63	70	52	96	64	NA	56	100	52	56	48
	Language	99	51	60	48	100	54	55	52	100	52	57	49
	Mathematics	99	56	65	57	100	69	65	61	100	53	59	53
5	Reading	97	56	62	50	100	60	NA	55	100	59	62	50
	Language	98	52	55	46	100	51	57	49	100	56	56	50
	Mathematics	100	71	70	57	100	67	70	63	100	51	51	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development/Textbook Adopt
- Ü Instructional Strategies
- Ü Mission Statement
- Ü Afterschool Programs
- Ü School Safety
- Ü School Facilities Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	2	0	0
10 or more years	5	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Gymnasium with a Rock Climbing Wall

Extracurricular Activities

- Ü Afterschool Program for All Students
- Ü Band, Strings and Chorus
- Ü K-Kids CLub
- Ü Student Council

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Recreational Activities
- Ü Parent-Community Liaison

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Character Counts continues to be a program utilized by JRE to teach and define the six pillars of character. This program is used in discipline to plan and provide a common language. It is also used to enhance positive and constructive learning.
- ü JRE has the highest Terra Nova scores in the district at the 2nd grade level.
- ü The Black Stallion Literacy pgm. services students in the 1st and 4th grade level. The goal is to spark the imagination of first grade students so they want to learn to read and motivate fourth grade students so they will know enjoyment of reading.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	37	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	90	96	95	81
Retention Rate ⁹	7	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We use instructional programs, such as Character Counts, DARE, and CHAMPS to help students to develop the ability to make appropriate behavioral decisions. Classroom volunteers must be cleared through the district office. In addition to providing a safe environment, all visitors to our campus are required to check in and identify self by wearing visitor badges.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Peggy Miles	(928) 474-2353
Transportation Policy	Tom Piowarsy	(928) 472-2024
Community Resources	Christy Walton	(928) 978-1478
School Nutrition Programs	Bonnie Shipitalo	(928) 472-5703
Parent Organization	Jackie Wallace	(928) 474-3637
Student Health/Nurse	Vicki White	(928) 474-2353

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.